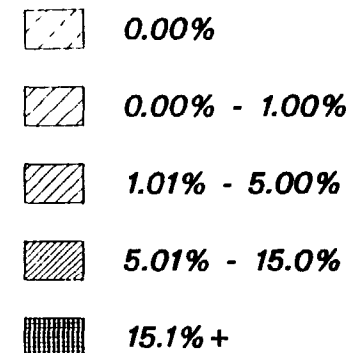


# MINNESOTA VOICE MESSAGE PENETRATION RATE BY WIRE CENTER

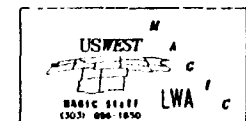
VOICE MESSAGE  
PENETRATION RATE



0 57 114

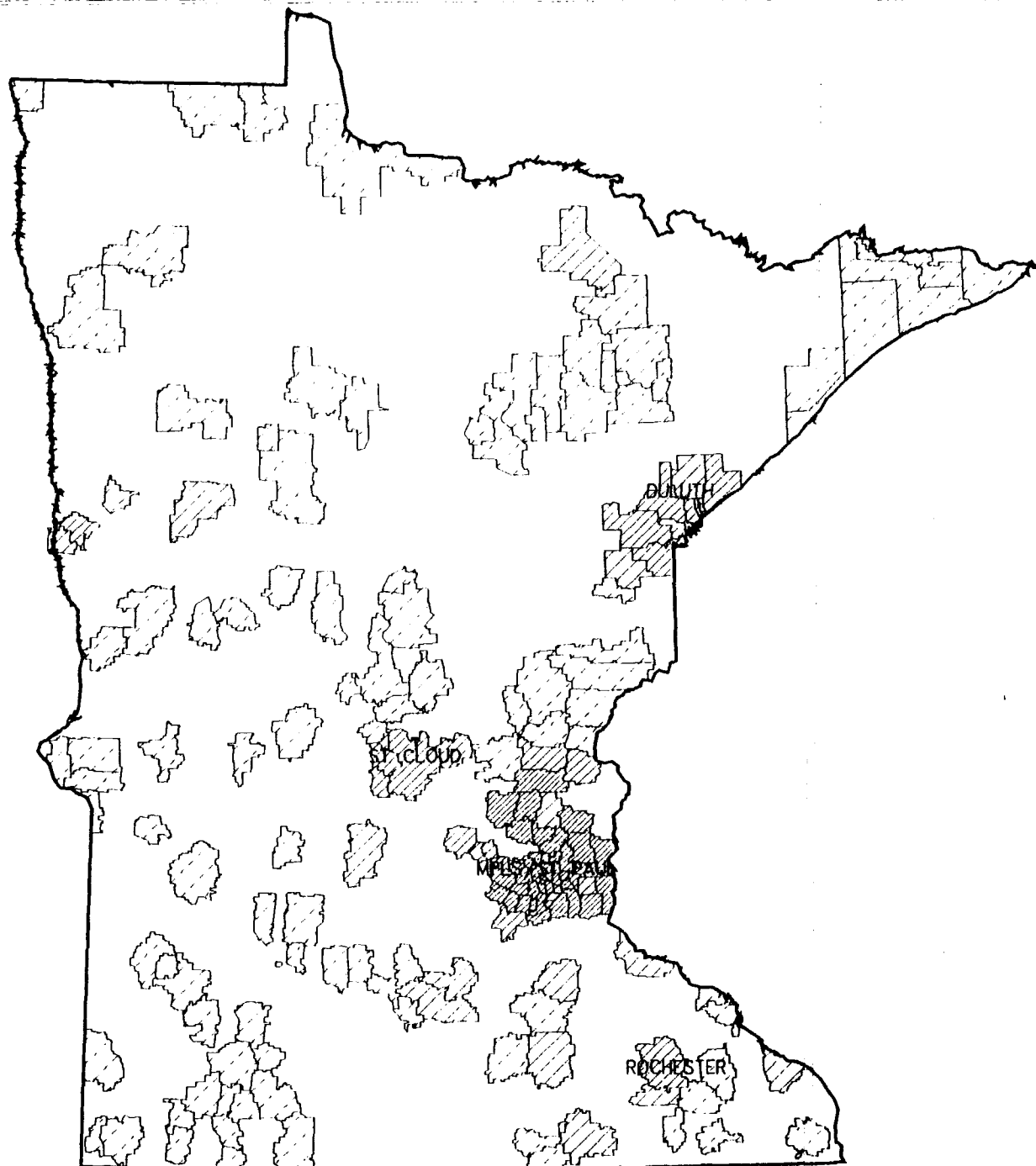
MILES

04/04/95



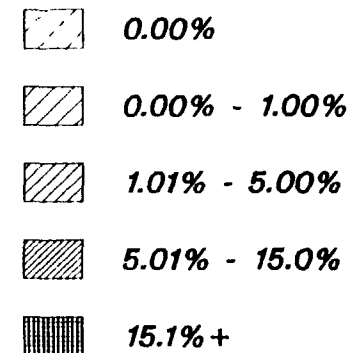
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# MONTANA VOICE MESSAGE PENETRATION RATE BY WIRE CENTER

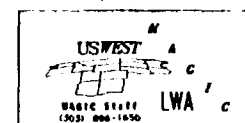
VOICE MESSAGE  
PENETRATION RATE



0 80 160

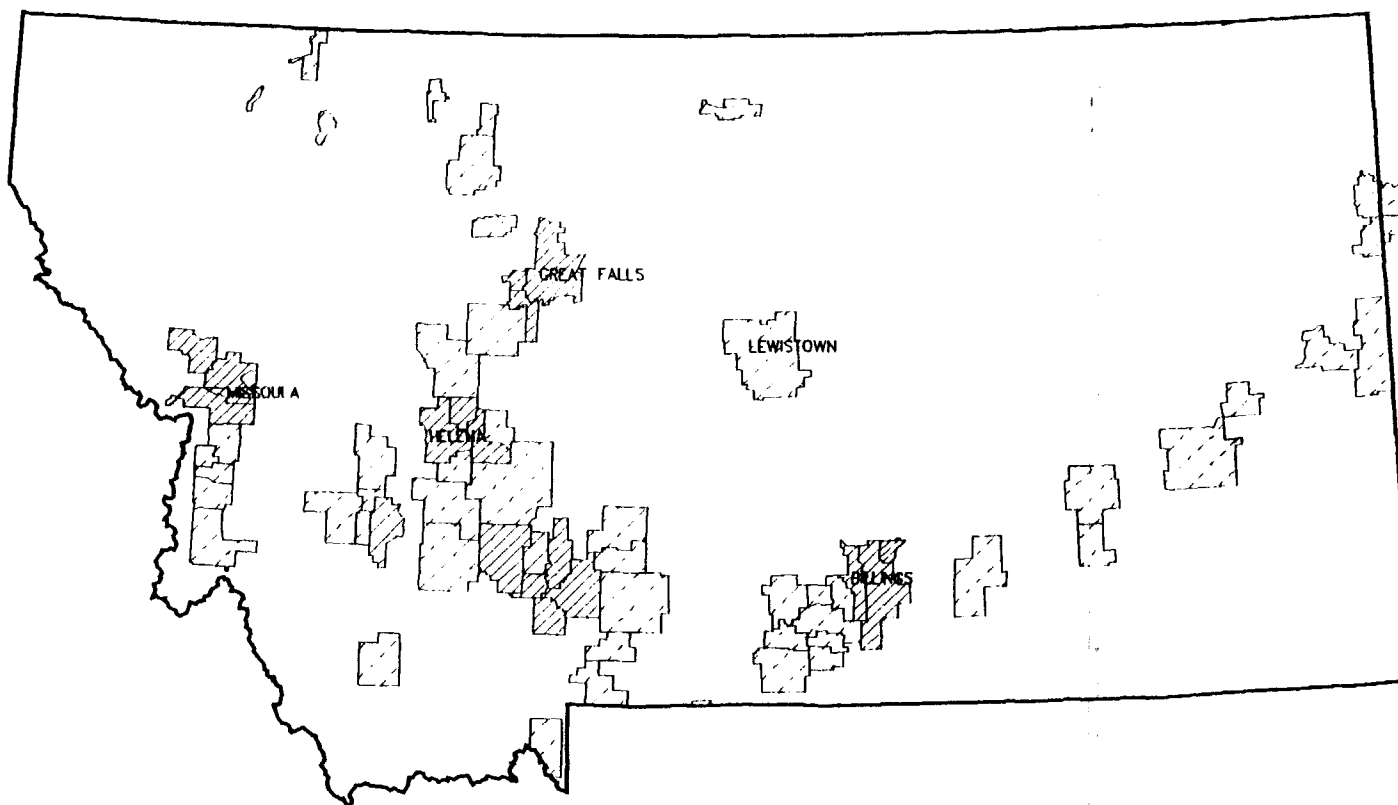
MILES

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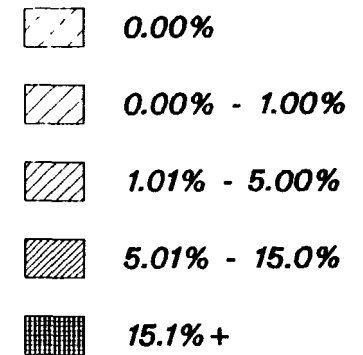
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# NEBRASKA VOICE MESSAGE PENETRATION RATE BY WIRE CENTER

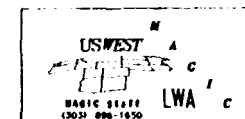
VOICE MESSAGE  
PENETRATION RATE



0 64 128

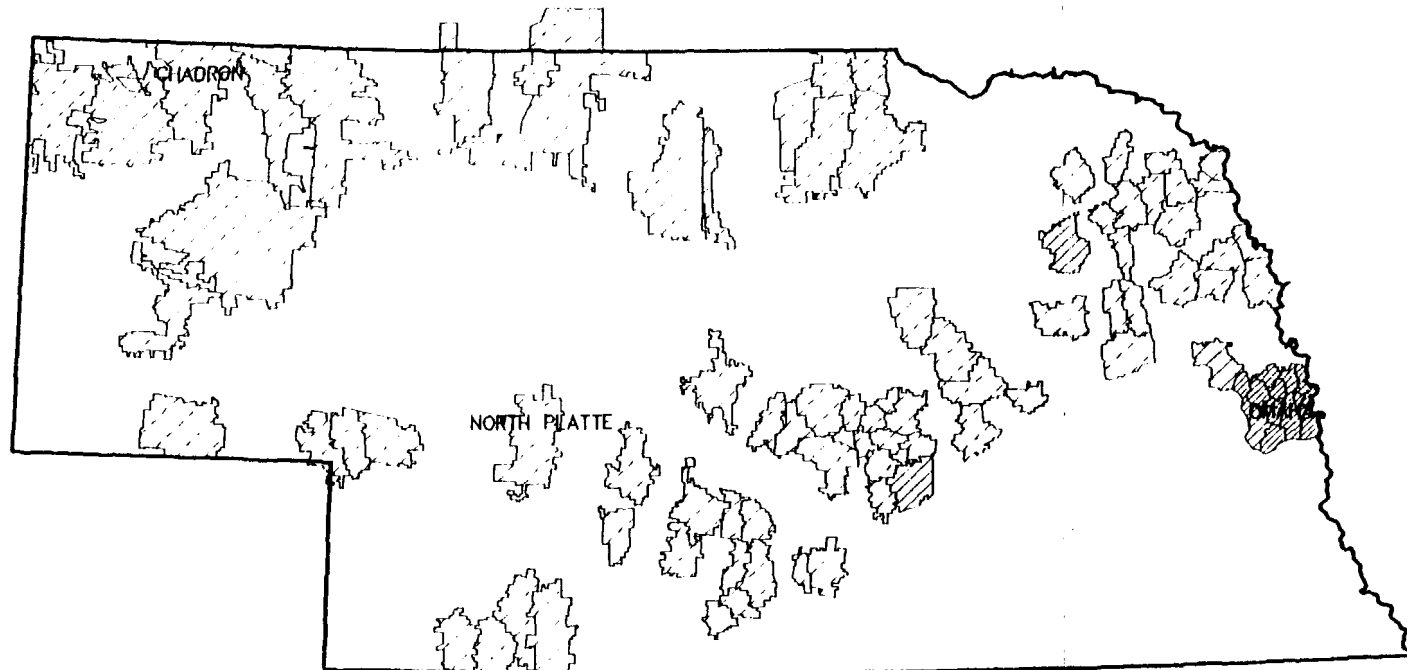
MILES

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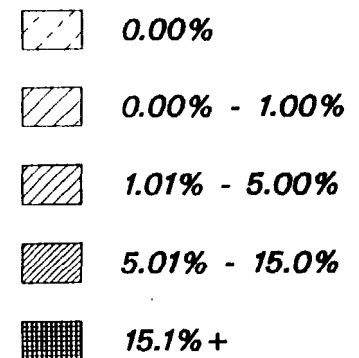
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# NEW MEXICO VOICE MESSAGE PENETRATION RATE BY WIRE CENTER

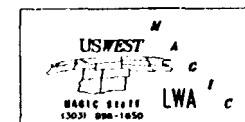
## VOICE MESSAGE PENETRATION RATE



0 55 110

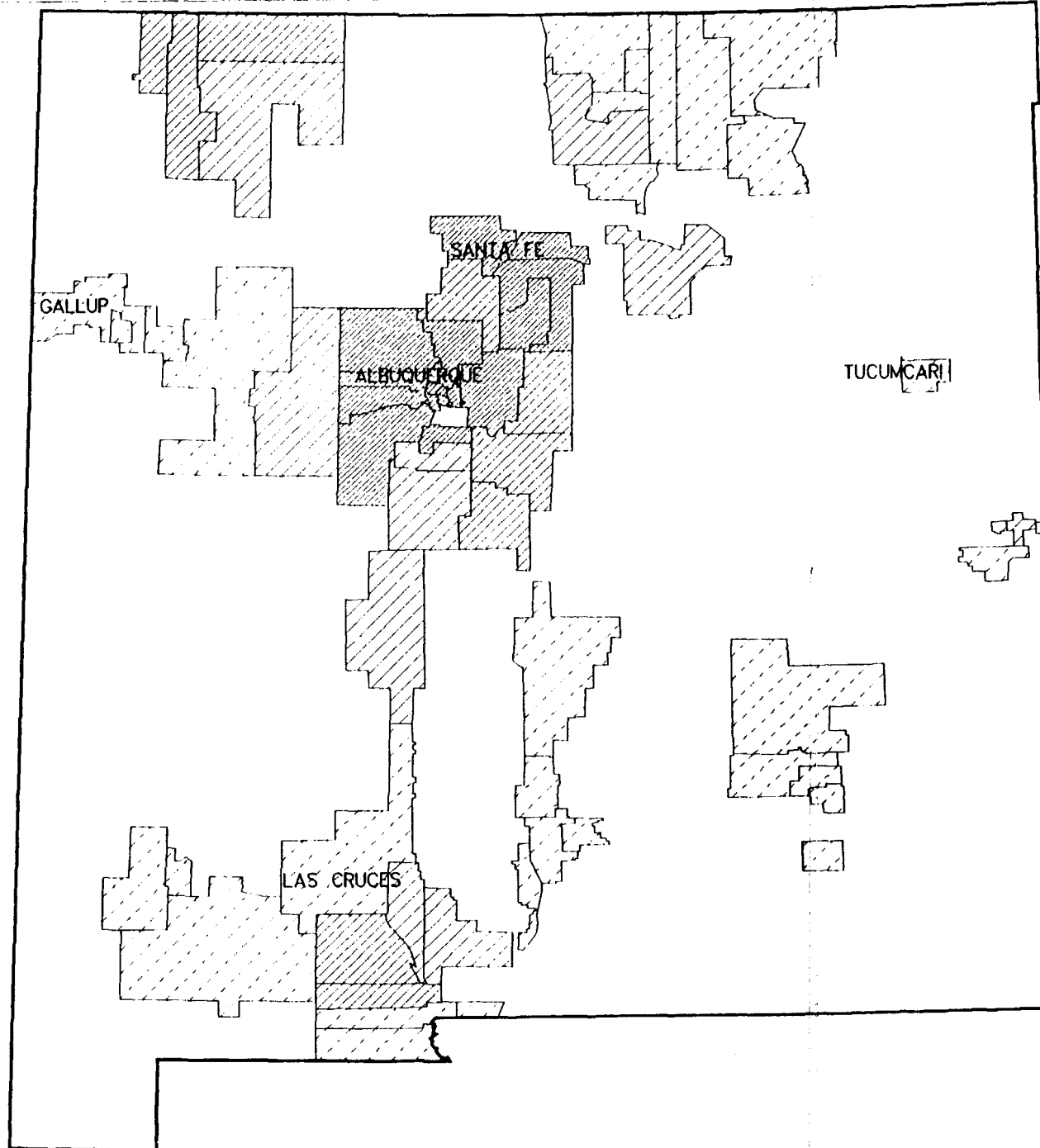
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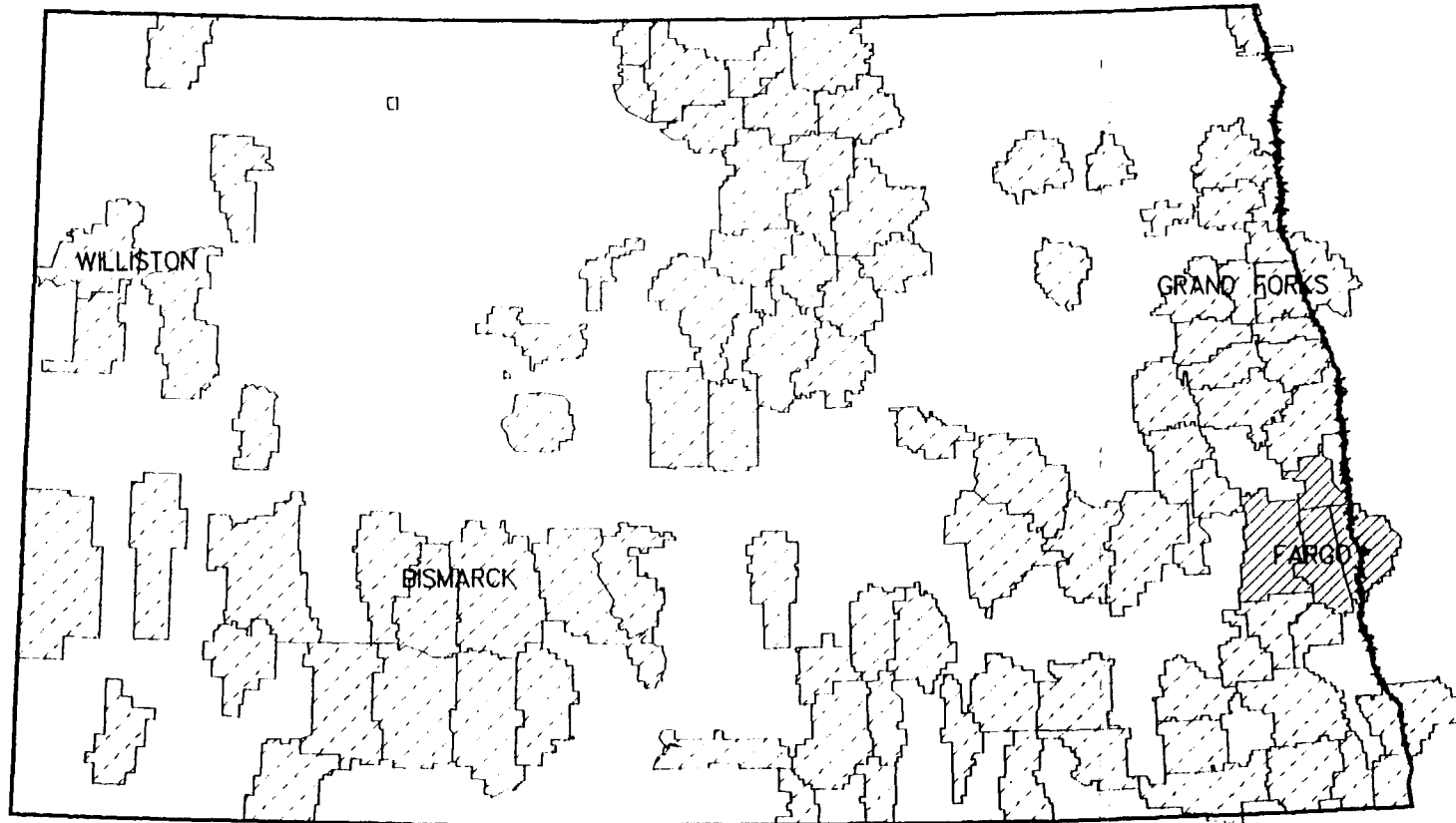
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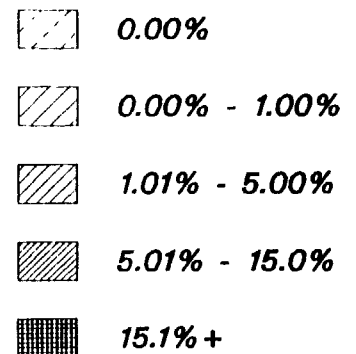


# NORTH DAKOTA

## VOICE MESSAGE PENETRATION RATE BY WIRE CENTER



### VOICE MESSAGE PENETRATION RATE



0 50 100

MILES

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# OREGON VOICE MESSAGE PENETRATION RATE BY WIRE CENTER

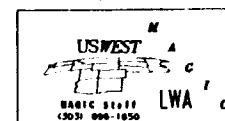
VOICE MESSAGE  
PENETRATION RATE



0 56 112

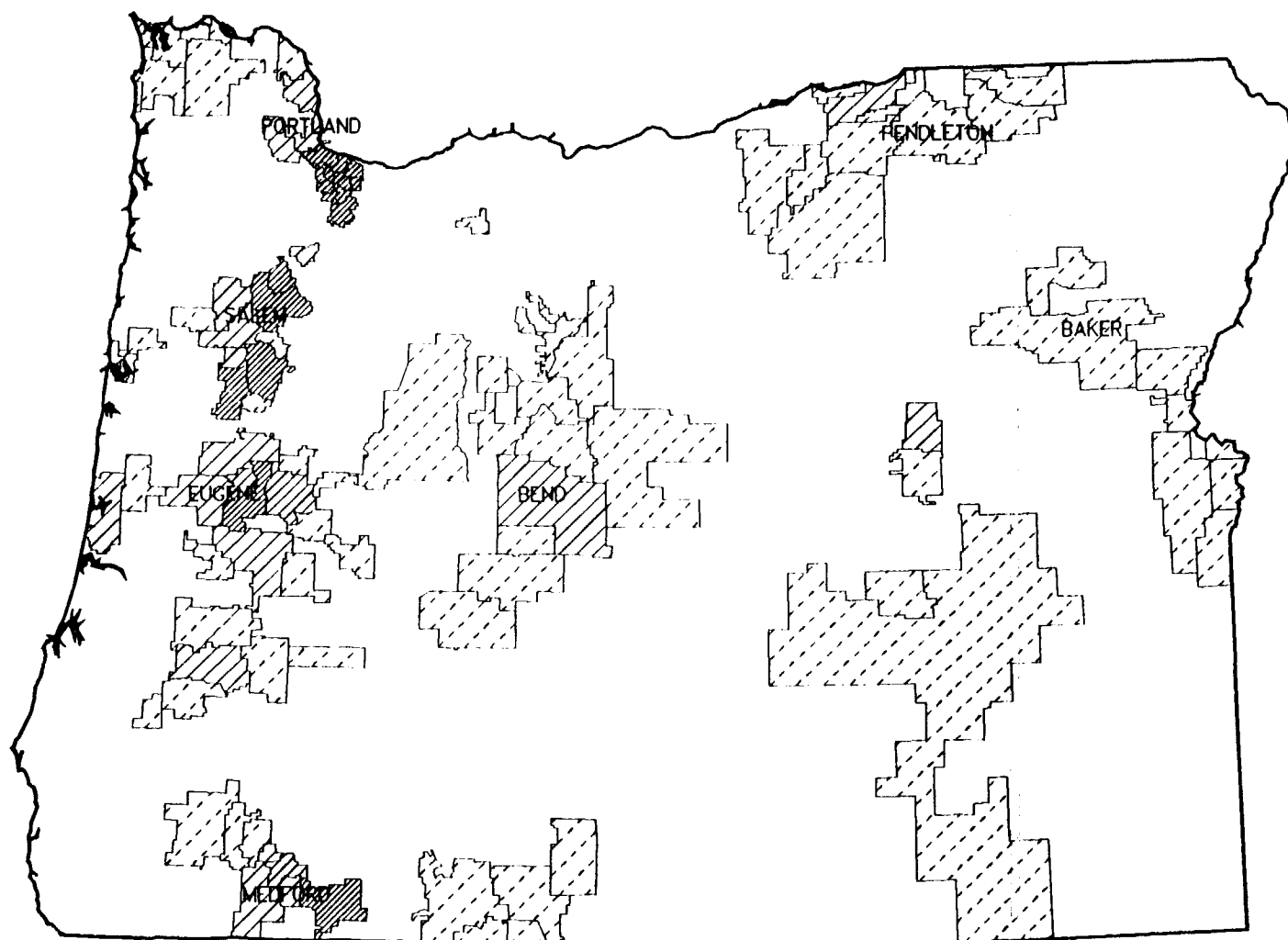
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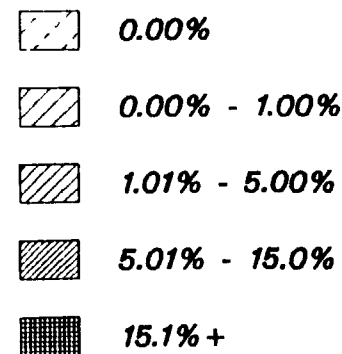
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# SOUTH DAKOTA

## VOICE MESSAGE PENETRATION RATE BY WIRE CENTER

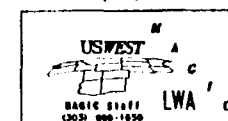
VOICE MESSAGE  
PENETRATION RATE



0 54 108

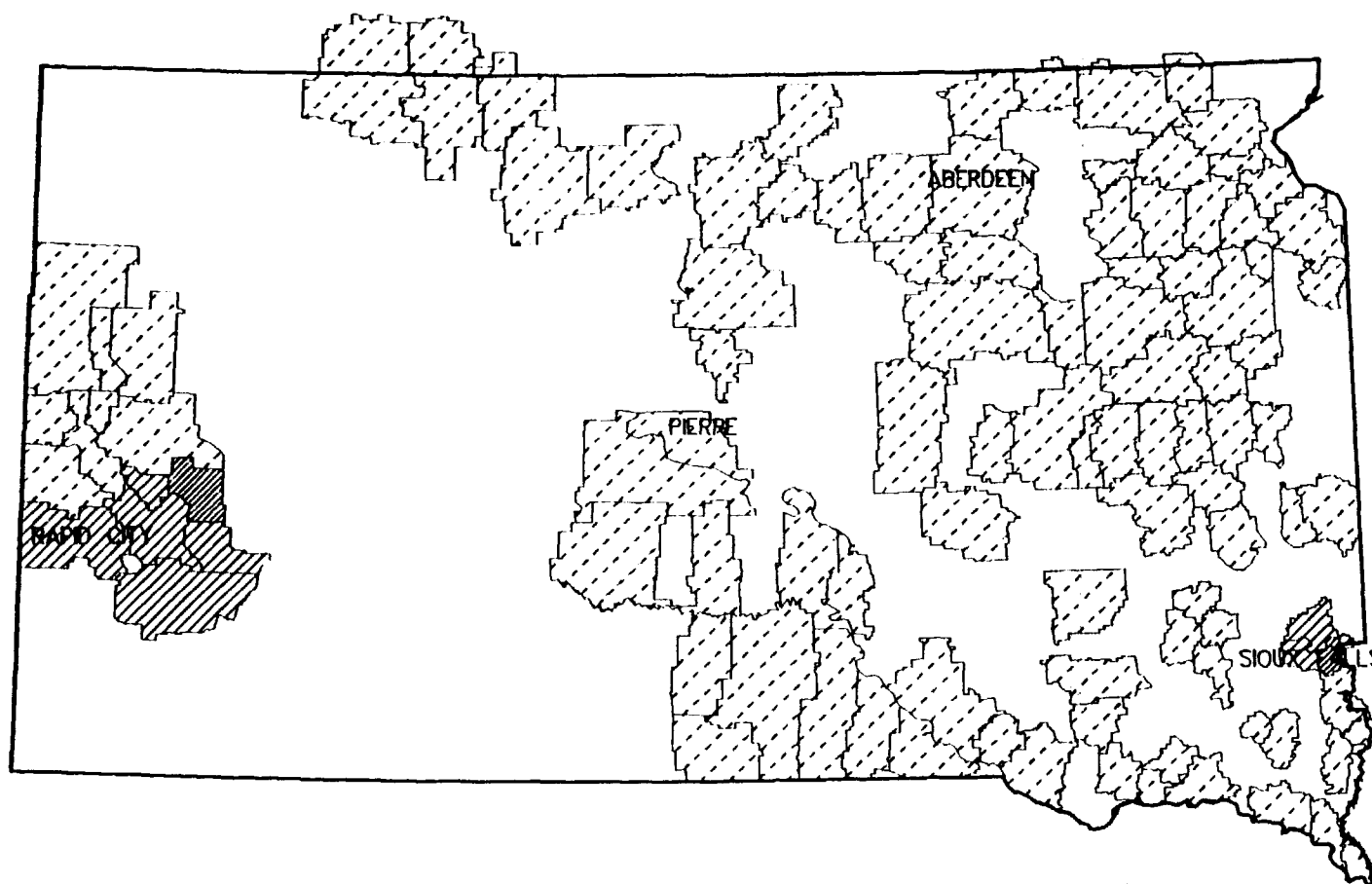
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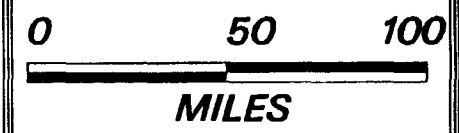
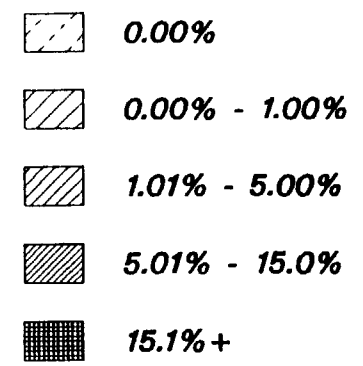
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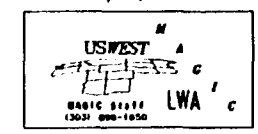


# UTAH VOICE MESSAGE PENETRATION RATE BY WIRE CENTER

VOICE MESSAGE  
PENETRATION RATE

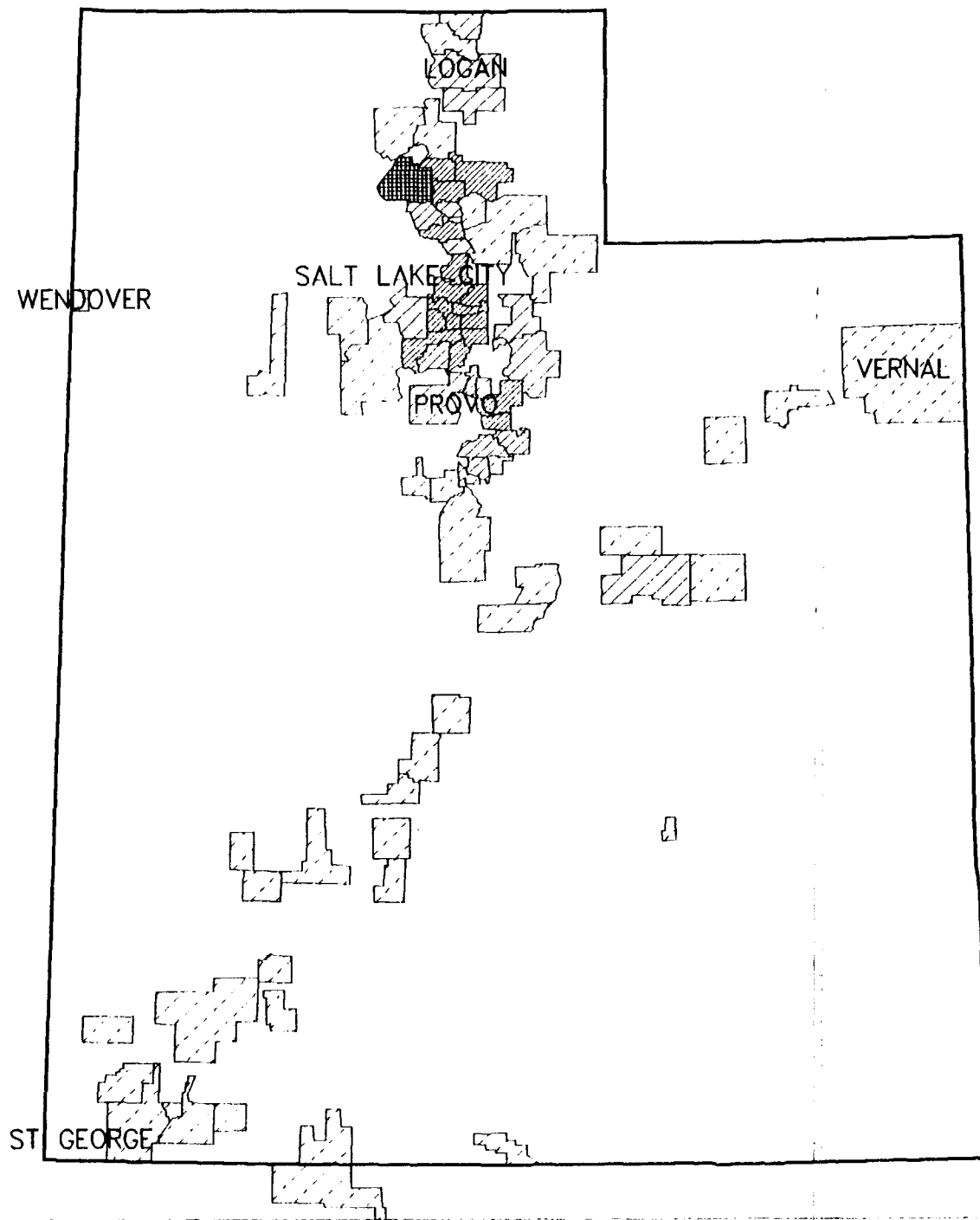


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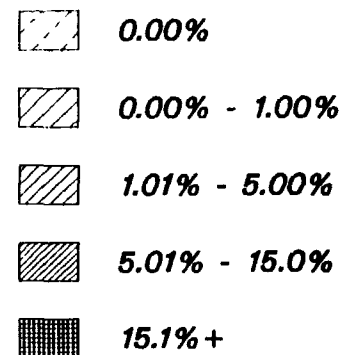
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# WASHINGTON VOICE MESSAGE PENETRATION RATE BY WIRE CENTER

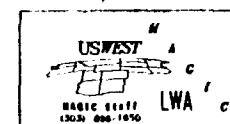
VOICE MESSAGE  
PENETRATION RATE



0 51 102

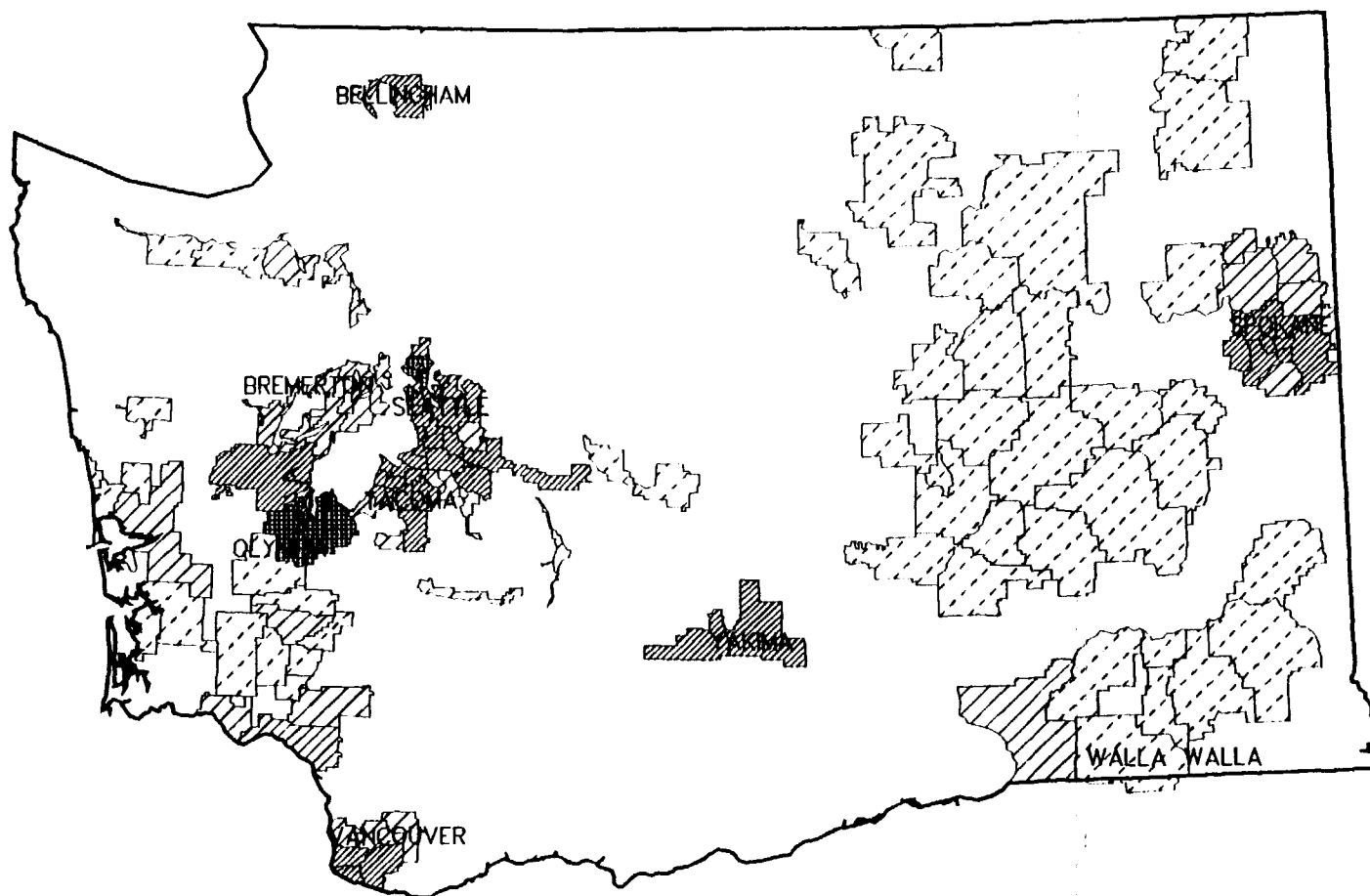
MILES

04/04/95



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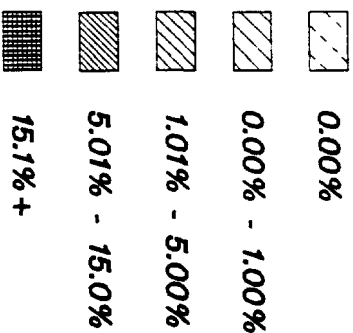
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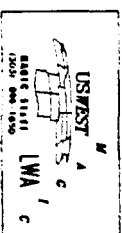
# WYOMING

## VOICE MESSAGE PENETRATION RATE BY WIRE CENTER

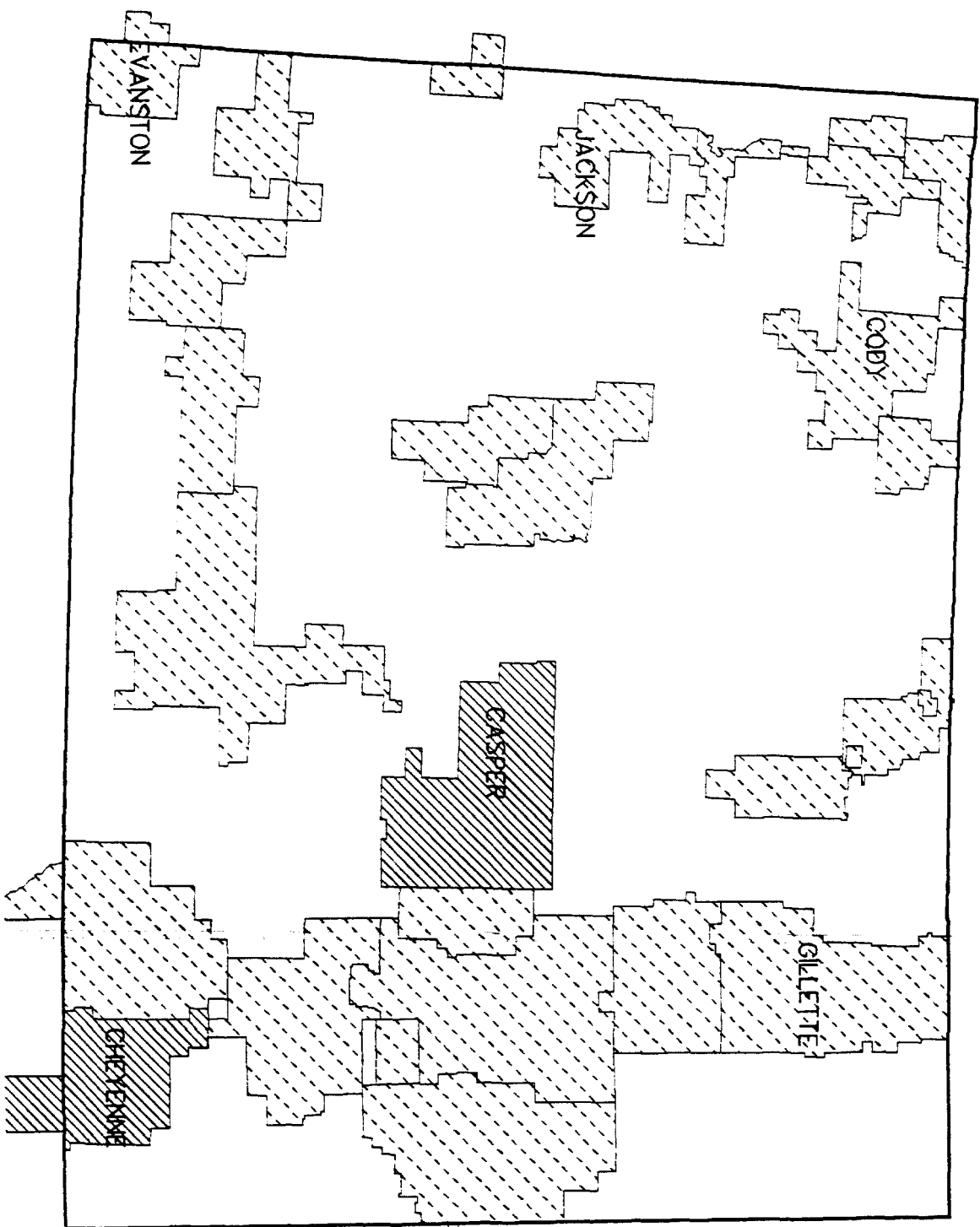
### VOICE MESSAGE PENETRATION RATE



04/04/95



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## APPENDIX 2

## VMS PTX DISCUSSION GUIDE Parents

### Introduction/Background

- Purpose and protocol
- Participants background -
  - Name
  - School child attends and grade

### Usage and Perceptions

- ASK PARENTS TO WRITE DOWN...
  - How many times in total have you checked/called in for a message on PTX?
  - Using the A+ to D- and F grading scale, what grade would you give PTX overall?
  - NON-VMS What grade would you give to PTX for ease of use? Promotional materials?
- REVIEW How often did you check/call in for messages on PTX?
  - On what occasions did you check/call in for messages?
  - NON-VMS What encouraged you to call in for messages?
- Has your usage of the service been consistent over time or did it change?
  - IF CHANGED How did it change and why?
- VMS How many of you subscribed to U S WEST Voice Messaging as a result of PTX?
  - You didn't have to subscribe to use PTX, so what encouraged you to subscribe?
- NON-VMS Were there times when you would have liked to have the information but decided not to call in?
  - IF YES Why, what discouraged you?
- Did you ever reply back to the teacher?
  - IF YES How often? On what occasions and why?
- How many of you were aware of the VMS functions...?
  - [3] [3] to skip to end of message
  - [#] to skip message entirely
  - [\*] to exit
- REVIEW What grade did you give PTX overall?
  - Why did you give it that grade? PROBE
  - What would need to be different for PTX to get a higher grade overall?
- What benefits, if any are there to using PTX? Any others?
  - Is it important to be in contact with your child's teachers? Why?
  - How useful was the information you received?
  - What kind of information was most useful to receive? Least useful?
  - Is there any information you haven't received that you would like to?
  - What could the teacher do to make the messages more meaningful/ less of a waste of time?
  - Are there any other applications for PTX that you can think of?
- What benefits, if any are there to using VMS? Any others?
  - Are there any other benefits for the parents? The children? The teachers?

- What drawbacks or concerns, if any, are there to using PTX? Any others?
- Has the interaction between you and your child changed in any way since using PTX?
  - IF YES How has it changed?
- Has the interaction between you and your child's teacher changed in any way since using PTX?
  - IF YES How has it changed?
  - Did you see any changes in your child's performance or not? IF YES How?
- REVIEW What grade did you give PTX for ease of use? Why?
  - What would need to change for PTX to get a higher grade for ease of use?
  - Any other suggestions for improvement?
- REVIEW What grade did you give PTX for information received describing the program? Why?
  - What would need to change for PTX to get a higher grade for ease of use?
  - Any other suggestions for improvement?
- What effect, if any, did the information have on encouraging you to try PTX?
  - free installation?
  - free 30 days?
  - donation to school?
- VMS- What effect, if any, does PTX have on your continuing to subscribe to VMS?  
 NON-VMS What effect if any did PTX have on your subscribing to VMS?
  - What effect, if any, does it have to continuing to subscribe to VMS?
- What did you think of the service provided by U S WEST personnel?
  - What type of involvement would you like to see from them in the future?
- Do you have any other suggestions for improving the PTX service that has not already been mentioned?
- What do you think of U S WEST for offering the PTX service?
- Can you think of any other organizations that you belong to that may benefit from a voice mail network like the PTX?

#### Wrap up

- Any other comments?

VOICE MESSAGING

(1)

1 ..I am not a US WEST employee and I am in any way a part of the  
2 development of the PTX (parent/teacher Exchange).

3  
4 I was really brought as a third party just to ask questions and  
5 encourage people to be very candid. As you could, we had a group  
6 earlier some of them you recognized some you did not. They were  
7 teachers who did have to come after school so they met them a little  
8 earlier and knowing that many worked and dealt with --- we are doing a  
9 teacher one as well as a parent one.

10  
11 Tomorrow we will be doing the same, one more group of teachers and  
12 parents. It is to really get some feedback on what you think of the  
13 service, what you like and just as important, what you do not like or  
14 would like to see changed.

15  
16 It is an opportunity to share your opinions and I encourage you all to  
17 participate, not just a few. There are not wrong or right answers. I  
18 will ask you a question as to what you think and I am not looking for  
19 consensus; you all have different opinions, feel free to bring them  
20 up.

21  
22 It is intended to be an opened discussion so feel free to act to what  
23 somebody else has to say. I have a little bit of an agenda to follow  
24 to make sure that I c cover certain things about which we would like  
25 to learn; and we will also try to keep this on schedule so we do not  
26 get out too late.

27  
28 I do want you to know that I am recording this; it is really to  
29 facilitate note taking. So, I do not have to sit here now and take a  
30 bunch of notes as we go. I will go back later and listen to the  
31 audio-tape of this so that I can take notes of each of these groups  
32 and I do write a report but I do not reference any individual in the  
33 report at all for it is not the purpose of this type of meeting.

34  
35 It is just to get an understanding and report back what I learned.

36  
37 In addition to that, I do have some people from US WEST who wish to  
38 observe the groups and hand and they are back behind this wall. They  
39 are listening too and in fact, I just said about three minutes to get  
40 mine down so I am still going down as we speak. They are here so that  
41 they can observe the sessions and the process in addition to getting  
42 my report.

43  
44 I will check with them at the end to see if they have a last minute  
45 question.

46  
47 The reason we set it up this way rather than just have it in a room  
48 is more for our benefit; it is less distracting. We used to do this  
49 in a room where we had things on the walls and we've be taking notes  
50 and you would be there sitting staring at that and they would be

Tape Transcription

VOICE MESSAGING

(2)

1 staring at you. It was distracting while we were just carrying on a  
2 conversation.

3  
4 I would like to have you introduce yourselves and if anybody knows  
5 each other here; teachers seem to know each other because it is a  
6 smaller circle but if you can tell me your name and also be curious in  
7 which school district you participate. If you have a child in which  
8 grade he/she is.

9  
10 [REDACTED], can I pick on you first?

11  
12 Sure, why not. My name is [REDACTED] and my son goes to [REDACTED] and  
13 he is fourth grade.

14  
15 I would also be curious is if everybody use voice messaging, is that  
16 right? Some of you got it as a result of the trial. Some of you had  
17 in before hand.

18  
19 Not me. I got it with the trial.

20  
21 My name is [REDACTED] and have a daughter in forth grade and I got  
22 the voice messaging when they started it.

23  
24 My name is [REDACTED] and I have a second and a first grader at [REDACTED]  
25 [REDACTED] and I signed up with the school for the voice messaging. In a  
26 trial basis.

27  
28 I am [REDACTED] on [REDACTED] I children in fifth and sixth grades  
29 and I signed up as a result of the operative from US WEST.

30  
31 So you actually got it for two children there.

32  
33 I am [REDACTED] and I have two children at [REDACTED] seventh and  
34 second grades. I had voice messaging before.

35  
36 My name is [REDACTED] and my daughter goes to [REDACTED] and I got  
37 the voice messaging with the trial. My daughter is in sixth grade.

38  
39 My name is [REDACTED]; I also have a daughter at [REDACTED] in fourth grade and  
40 I had voice messaging before the school program.

41  
42 I want to give you a chance, just like I did with the teachers to tune  
43 into grace, I guess, from a parents' or teacher prospective. I would  
44 like you to write down for me, just like an associated --- any  
45 comments you have. How many times have you checked or called in for a  
46 message on PTX, approximate.

47  
48 Since we started?

49  
50 No, during February.

51  
Tape Transcription

VOICE MESSAGING

(3)

1 I am sorry, how many times you get a message?

2  
3 Everyday. Not counting weekends.

4  
5 Do you get them everyday?

6  
7 Yes. Almost everyday.

8  
9 Why do you not just write down how frequently.

10  
11 I would like you to also give some grades here. First of all, using  
12 the A. Plus, the D. Minus and the F. Grading scale, what grade would  
13 you give to PTX over all. I want you to put down over all because I  
14 am going to ask you some more questions.

15  
16 I guess we would actually leave it at that because you did receive the  
17 messages.

18  
19 Let us go back here and talk about the frequency. It seems like I am  
20 hearing daily, it was a word that was used by some of you. How many  
21 of you receive messages daily in here.

22  
23 Five, almost everyday.

24  
25 No, both teachers usually drop something in the mail box once a week  
26 usually on a Sunday or a Monday night. They just leave a reading of  
27 the whole week's assignments. Some times I would get a little comment  
28 from [REDACTED], who is a great teacher, about particular subject  
29 matter that they are studying and in more detail, rather than just  
30 pages.

31  
32 My daughter has three other teachers, as [REDACTED] and I were talking, his  
33 daughter is a sixth grader. They also have four teacher, he gets  
34 messages from two of her teachers on a daily basis. I just get  
35 messages from one of the teachers and we have four teachers on the  
36 seventh and eighth grade and I just get the homework teacher once a  
37 week.

38  
39 Everybody else is virtually everyday.

40  
41 I do get them everyday, except for Saturday.

42  
43 What kind of messages you get.

44  
45 I am [REDACTED] at [REDACTED] and actually she is--- today because  
46 she goes over the whole over the whole schedule. She drops it 4:20 in  
47 the morning and always in the morning and I get them before I leave  
48 the school or the night before. Some times the night before for the  
49 next day's work. They had assignment tests today and [REDACTED] did not  
50 tell me; you know, it is one of those things that escape to mind. I

Tape Transcription

VOICE MESSAGING

(4)

1 would have not heard that message I would have not known she had to  
2 study for it and she would have failed it.

3  
4 Is she a second grader?

5  
6 She is a first grader too and I do not get messages; hardly. She is  
7 really shy, I do not think she likes it. [REDACTED] is really  
8 outgoing and every time at four in the morning I have a message about  
9 the whole thing that is going to happen. The special activities,  
10 everything; all the way down to spelling words.

11  
12 You are saying that the principal sends something?

13  
14 Yes, specially on the daily message from just a good morning, how we  
15 are doing for the activities we have and she would address school wide  
16 activities and they have what they call an --- camp, on the side  
17 program. She would call in when she went to there with daily up-dates  
18 of what the children are doing from there. I said, this specially  
19 daily the teacher just used it not much, just once or twice a week.  
20 They only get it probably once or twice a month. Like you are saying,  
21 they go as a teacher. Maybe it is fair to say that the teacher is a  
22 little bit shy and hesitant to use it. She made a comment about I  
23 think I figured this out and I am sorry you guys got extra messages  
24 and things like that.

25  
26 Were the teachers told a certain way that they should be giving  
27 messages? What they should be telling the ...

28  
29 I am not sure about that.

30  
31 It does not seem like it.

32  
33 No, they had classes where they had to learn how to do it and they  
34 sat, you know, to start out.

35  
36 But as far as how best to use it as a tool to communicate with us.

37  
38 They were told to do a message a week and anything else.

39  
40 Did any talk about what is the best kind of message. I would rather  
41 have, you know, there is a religion test on Wednesday; I would rather  
42 hear. This week we are studying about, you know, I do not know, a  
43 Christmas story or, that is just an example. This week we talked  
44 about this morality issue in school; rather than, it is important, I  
45 guess to get the homework information but, I guess I am lucky my  
46 seventh grader is really on top of the work and she just always has  
47 her work done and she knows. You see what I mean, so what, she has it  
48 written down. I rather know ... Well, it is the more important. I  
49 want information on what is actually going on in the class-room.

50  
51 That would be your preference on the type of messages in the system.

Tape Transcription

VOICE MESSAGING

(5)

1 Yes, it is good to know for sure what they have to do that night for  
2 homework. If it is a project that they have, even for a week, I want  
3 to know about it.

4  
5 I would agree with that; I would like to have that but it would be  
6 good enough just to have a ... They could send a letter home stating  
7 all that. I am trying to push it one step further and actually get  
8 them to comment on what is happening in the class-room.

9  
10 Do that. I mean, this week we are going to, the teacher themselves  
11 we are only getting something from once or twice a month, so it is not  
12 that we do not get it. When they do is, we are going to be studying  
13 this issue.

14  
15 I would like to get into knowing more about what things you want to  
16 see; what is most valuable, what is not? I would be curious about  
17 what everybody is receiving right now, first. Any other examples of  
18 what you are getting?

19  
20 I get a call daily from [REDACTED]. She lets us know what the class  
21 is doing, for a particular class, I think it is English. I am not  
22 sure but I know she is always mostly giving assignments for the  
23 children.

24  
25 Is it the homework for the day?

26  
27 It is school homework assignment and it is the everyday and [REDACTED]  
28 [REDACTED] called at the beginning of the week and gave me a small review  
29 of what they are going to do over the week. I get a call once in  
30 awhile from Mr. [REDACTED]

31  
32 Yes, he calls a lot on special things.

33  
34 Mr. [REDACTED] is the school principal.

35  
36 When channel 10 did the US WEST day on this and the parent teacher  
37 exchange and voice message to let everybody know what was on that  
38 channel so we could watch it. It was just a little thing but it was  
39 nice to see. That kind of stuff he puts on the phone; he wants  
40 everybody to know.

41  
42 What kind of messages you receive? The same thing.

43  
44 I get principal calls almost every morning and then, like a weekly  
45 teacher message, spelling words, unit for reading, science, anything  
46 different.

47 [REDACTED]  
48 ?  
49

VOICE MESSAGING

(6)

1 It is mostly the principal. We hear mostly from the principal and the  
2 teacher may use it; I do not think that she has called more than four  
3 times.

4  
5 Is this administration who is using this the most?

6  
7 Not in my case.

8  
9 For four of you.

10  
11 How about the messages? have you had changed over the time the number  
12 of messages you are getting. Is it the same over time or has it  
13 changed, increased, decreased?

14  
15 Mine has stayed the same. It is very consistent.

16  
17 We are still getting very much the same number doing a couple of  
18 things that have come out from school. I think the principal missed a  
19 couple of days. The only big change I know is that at the very  
20 beginning --- and you have tons and tons of messages from the PTA and  
21 they can come on this.

22  
23 I know they have dropped off some ... It is probably 30 seconds.  
24 There was a period for a while were I got two or three messages on  
25 there on a single day. Two from the principal, one about that task  
26 and ....

27  
28 I felt like, leave us alone. My husband said that a few times. There  
29 are four messages in there.

30  
31 I am finding that with the teacher into commendation night, I have  
32 personally experienced it. The principal has settled down to what is  
33 probably our right to give her as much credit as she has; let me learn  
34 which button speeds up her voice.

35  
36 You have to be ready to hear the Mickey Mouse or Mini Mouse or  
37 something like that. The teacher, on the other hand, there have been  
38 times when, for a report, do the list change for publish the third.  
39 Well, my daughter brings it home on the tenth. Now, there is nothing  
40 that needs to be a perfect situation that teach you to call and take  
41 advantage and use that; it is just for things like when projects are  
42 due, parents, you might want to check this because you are still  
43 getting paper stuff. On one hand, the principal is very supportive of  
44 their project when is good and on the other hand the teacher does not  
45 seem to be using it as much as she could.

46  
47 Did you say you have the shy one too?

48  
49 Yes. † The last time you could hear her tone of voice was more re-  
50 assured; I know that was because she practices several times.

51  
Tape Transcription

VOICE MESSAGING

(7)

1 I wonder what they do when they do their messages, I really do;  
2 because I know there is a time allotment for them to do and Mrs.  
3 Mills gets there to the last beep-beep-beep, which means she has like  
4 two or three more seconds or something. I always wonder what they do  
5 while they are doing it.

6  
7 Mine is just the same; Mrs. [REDACTED] Has slowed down a little bit. I used  
8 to get an announcement was once or twice a week. She did the same  
9 thing; she would get on there and just get on a roll and then she  
10 would have to call again. The other thing that I found kind of  
11 strange is that, she would leave these messages at 30:30 12:30 and  
12 01:00 O'clock in the morning. Would say, gush, is she working hard  
13 or what.

14  
15 Yes, I have found messages that were put on the mail box at 2:30 in  
16 the morning. They ask for us to return it. Now, that is when I come  
17 up with ...

18  
19 The first week I went in I went in and said, gee, you were up late  
20 last night; because it was like 2:30 in the morning and Mrs. [REDACTED] was  
21 like, "You will find that I am brain dead!".

22  
23 At the beginning I received message, I guess this is different for us  
24 because we have four different teacher for seventh and eighth grade  
25 and you are the same. As I said, I am receiving messages from the  
26 home-room teacher who is also the science teacher and that has been  
27 all year. After Christmas, she started giving information for  
28 religion as well as well as harmony teacher; for science she would  
29 say, if you are not in home-room and no one listened to the religion  
30 message you can press three-three. She started out after Christmas.

31  
32  
33 Then, I had the idea that, well, maybe the other three teachers should  
34 be messaging me too because I never find out what is going on in math  
35 or social studies or English; I am just getting religion and science  
36 from one room-teacher. I would like to hear from the other teachers.  
37 I think they should air more on the side too much.

38  
39 Really? Who else feel like that.

40  
41 I am very thankful. Some times I get kind of turned out think, oh my  
42 gush, here we go again. I am now very thankful; I know what is going  
43 on from 8:00 or 10:00 in the morning till 3)00 O'clock in the  
44 afternoon.

45  
46 So you like getting the information.

47  
48 Oh yes.

49  
50 We really have more information. Usually our messages come between  
51 six and seven in the morning and I am at work at that time. For,

Tape Transcription

VOICE MESSAGING

(8)

1 while I am doing my work on the PC I put my office phone on the  
2 speaker and I just play that and if it sound like she is mumbling I  
3 just double click on the six to get around through to something I  
4 might and slow it down and back it up. You know, at least I know what  
5 is going on.

6  
7 I think it helps. I check messages frequently because I think it is  
8 feedback for them and it makes the lines more opened and you are more  
9 likely to communicate a small message that you do not want to bother  
10 to send.

11  
12 How often have responded to a message?

13  
14 I usually send a send a message back. I only hear from, well, the  
15 science seventh grade teacher and I probably send her 85% of the time.  
16 I send her questions and some times I say thanks for the message.

17  
18 Does anybody else reply?

19  
20 Not all the time. I think the teachers appreciate that too; because I  
21 got a message back from something I left her. Right before the  
22 holidays I sent her a message; thanks for the good work and I really  
23 appreciate it. That type of message right over Christmas and she  
24 answered thanking me that is nice to hear those kinds of things.  
25 Teachers need to pat on the back.

26  
27 Yes. I sent that message because it made me feel so good. I put  
28 that on save and I just got read of it like two weeks ago. It made me  
29 feel good that I made her feel good. It may sound stupid.

30  
31 So, do you also reply, [REDACTED]?

32  
33 I said no. I think my teachers are the exception simply because our  
34 reply and request information has not counted; I have also sent  
35 written notes that I have not gotten. I had to resort to phone calls  
36 and say, please call me. Then, she would usually call. We play tag a  
37 couple of times on the voice messaging and I said, it is really a good  
38 tool. Now we essentially have the same thing we have at work and it  
39 is really great. I just wished that my particular teacher would take  
40 more advantage of it.

41  
42 Does your daughter have other teachers or just one?

43  
44 She has another one for math and I have not heard anything from her  
45 yet.

46  
47 So, it is selective; some teacher use it and some do not.

48  
49 We have taken it a step further too. We are going to start very soon.  
50 Mitsie has some first grade brownies and she realizes that could use

51 it. We both have 22 in our and that is a lot of writing and

VOICE MESSAGING

(9)

1 copying and stuff so she started using for --- so it is wonderful. I  
2 am attempting to get, because I also have 20 girls. It can be  
3 expanded to a lot of ways.

4  
5 You would like to be able to broadcast?

6  
7 I have the brownie leader, 20 girls, and I am going to look into  
8 those to whom [REDACTED] will talk to get her. The gut who came in the  
9 Summer said, let us try this; they took some back and forth to get it  
10 right but now it is working and she will remind the parents. That is  
11 very handy for me so I am going to look into that too. It is for the  
12 girl scouts.

13  
14 I teach Junior grade once a week. I have 14 students and I just sent  
15 a letter on Mondays and tuesdays home. I just send it with my son who  
16 gets it to the teacher who passes it out. Beside it being a waste of  
17 paper you have to write it and pass it and hope everybody reads it.  
18 Again, the people who do not have voice messaging will not get it and  
19 I will have to send them a written note which they have to call and  
20 get it.

21  
22 Any other applications for your own purposes?

23  
24 If you are on a volunteer committee it would be nice to have it to  
25 leave messages to people in your committee.

26  
27 It would be nice to have it available to you.

28  
29 The only problem with that is that you still have to spend a certain  
30 amount of paper because there are going to be people who do not have  
31 voice mail and you cannot call on them to call in to get the  
32 messages.

33  
34 You can get a big percentage in the school if you did ... I do the  
35 food --- and that would be a great idea, I am going to use it this  
36 year too. I will go to ask [REDACTED] to use his, the principal and say,  
37 this is what I want and do not know the percentage at [REDACTED], I  
38 think it is very high; it would get to a lot of people.

39  
40 That was helpful. He used around the option. He was trying to find  
41 something, he said he would need such and such --- and he left a  
42 message saying that and that was really helpful.

43  
44 When you talk to the principal, did somebody talk to him about the  
45 message?

46  
47 Somebody did; they were looking for some item for the carnival. I  
48 think it has really played big at [REDACTED]. They have had other  
49 carnivals; the second year in a row. He voice mailed everybody and  
50 that was the biggest turn out we have had. People are reminded that

Tape Transcription

VOICE MESSAGING

(10)

1 it is Carnival so I think there are a lot more avenues to follow with  
2 this thing. With the scouts, the volunteer groups.

3  
4 Well, everybody here has voice messaging. We will be doing a non  
5 voice massaging group as well. Most of you in here had gotten voice  
6 messaging as a result of the trial in here. What encouraged you to do  
7 that. You did not need to do that.

8  
9 It was free and it was a fund raiser for the school.

10  
11 We had an answering machine at home so it worked just fine.

12  
13 We are supporting the school.

14  
15 Had it not had the fund raiser, would you have done it.

16  
17 I do not think so.

18  
19 Maybe if we just got a letter that said, you can have voice messaging  
20 for 30 days free ... Is that what you are asking was?

21  
22 I would not have done it.

23  
24 The fund raising really had a big impact.

25  
26 Well, it was to support the school too. The school was really into it  
27 and had big ideas for it. As I said, it can really go a lot of  
28 places. I think it was the fact that it was a freely to try so we are  
29 not really committing yet. You were helping the school by doing that  
30 and you are giving your support to the school to try it for the  
31 teachers.

32  
33 But, if it was just a freely and no fund raiser portion, you would  
34 have said no?

35  
36 Yes.

37  
38 Any other replying back. The three of you replied back just to  
39 school. How would were you aware of some of the voice messaging  
40 functions like three-three to skip to the end of the message?

41  
42 I just used three once just to kind skip along.

43  
44 Did you know that you can move along with the three? Anybody who who  
45 did not know that?

46  
47  
48 I did not. I just heard people say, I just skipped to the end.

49  
50 Three to the end and one to back up a little.

51  
Tape Transcription

1 Now, if you do one-one you are back at the beginning. Four is to slow  
2 it down. You have your speed controls, you have your positioning in  
3 there.

4 [REDACTED], which is the one to get it talking faster?

5 Six.

6  
7  
8 How many did know that one?

9 I did not know.

10  
11  
12 There is a lot of stuff I did not know from the application at school;  
13 I had to use my own voice messaging to learn on my own. Plus I have  
14 some stuff at work and when I get running out of messages or people  
15 talk too soft it is very useful. I usually experiment with it at the  
16 school exchange and it works there too.

17  
18 Do you know how to skip a message?

19 You press the pound sign during the middle of the message or when it  
20 begins.

21 That is helpful because some times I call and pick my phone and there  
22 is a message from the teacher and it is so long message; I want to  
23 listen to it but not right now. So you just press pound and it will  
24 go to the next message.

25 I think you still need the indicator on the phone, the intermittent  
26 dial tone. I think if you hit pound you skip it but still, there is a  
27 way that if you do not take any action on the message and just listen  
28 part of it, it will skip it but it will still leave the intermittent  
29 part of it.

30 I think if you hang up and do not do anything it will still leave the  
31 intermittent.

32 Your phone does not go bee-bee-bee, but the message is still there.

33 It is not the broken dial town; if you pick it right; but if you wait  
34 you get the.

35 I have to find out. How many knew about the pound sign?

36 Three of us did.

37 That is okay. Still it is just what you are getting used to using.

38 Star to get out to exit; everybody knows that.

39 Okay, you are writing this down.

40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
Tape Transcription

1 I do not know; I am embarrassed to say. I got the phone book out last  
2 night or the day before yesterday to get in there and find out how to  
3 make the number of rings change. We had a recording and I do book-  
4 keeping business out of my home so I kept my own machine on and just  
5 used the voice message the first two months of better for the teacher.  
6 Only if I was on another line it would kick into voice messaging; of  
7 course my recorder would pick it up and our recorder just broke two  
8 weeks ago and my husband said, you need to change the number of rings  
9 because it is like seven rings and people hang up. So we wanted it to  
10 kick back and I could not find anywhere to do that. So, I finally  
11 called the office Monday morning and they said that they were going to  
12 try to make that available to us to do us as an option. That is not  
13 said on the phone book. It does not say anywhere, yellow or white  
14 pages, if you need your rings changed, call us. That was very  
15 frustrating.

16  
17 There is a little brochure at home.

18  
19 I could not find it this weekend.

20  
21 So, six makes it talk faster, four makes it talk slower; like if you  
22 want to write numbers down. This is while they are talking, not at  
23 the end of the message.

24  
25 I did not know that either. I just knew three and one.

26  
27 Okay. Let us talk about the grade over all. What grade would you  
28 give to PTX.

29  
30 A. A. Minus.

31  
32 I gave it a B., Not for the product itself but for my own personal  
33 use. Quite frankly, one of the --- that came up, I called up to see  
34 if there was going to be an available feature because, as much as I  
35 have gotten a little bit of information from the principal, it was not  
36 enough to meeting the needs as far as teacher communication goes. I  
37 would have discontinued it if I had to pay for it, considering the  
38 response I got from the teacher. I said school information, we get a  
39 weekly newsletter that comes out and tells me school wise stuff and I  
40 wished I could find out school wise things like the carnivals and the  
41 sales and also stuff. If I get it three days later in the voice mail,  
42 that is no big deal. I would really like to hear more from the  
43 teacher. I do not want to know, yes, this is [REDACTED] spelling list  
44 for tonight, she has to study .... That is too much detail and to go  
45 to school --- that is my schedule such it is some times. You get home  
46 from work, I take her over to a friend of mine to watch her; as soon  
47 as I left there I came over here, I go back and pick her at 8:30 and  
48 I have not had any time to call and see if she has something to do.  
49 The information about what it is happening ... That is fine.